

DOCUMENT RESUME

ED 400 472

CG 027 017

AUTHOR Redekopp, Dave E.; And Others
TITLE Career Counseling with Street Youth. ERIC Digest.
INSTITUTION Canadian Guidance and Counselling Foundation, Ottawa (Ontario).; ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO EDO-CG-95-50
PUB DATE 95
CONTRACT RR93002004
NOTE 4p.
PUB TYPE Information Analyses - ERIC Clearinghouse Products (071)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Career Counseling; Counseling Techniques; Employment Counselors; Employment Potential; Employment Programs; Employment Qualifications; *Homeless People; *Intervention; *Job Skills; Late Adolescents; Secondary Education; Young Adults; *Youth
IDENTIFIERS ERIC Digests

ABSTRACT

A variety of programs have unsuccessfully attempted to address the career development needs of street youth (defined here as 16-24 year olds with no fixed address, low social support, and who support themselves through street activities such as prostitution, theft, and drug-dealing). This digest describes "Skills Plus," a pre-employability program intended to help street youth develop the prerequisite skills for formal instruction in other locations or for immediate entry-level employment. A continuum of interventions used as individuals increase their ability to adapt to new environments is described. The levels of this intervention hierarchy (in order from lowest to highest) followed in the Skills Plus program are: (1) Intensive Support; (2) Advising/Guiding; (3) Coaching; (4) Formal Instruction; (5) Consulting; (6) Self-Help; and (7) Personal Innovation. The first several weeks of the program, devoted to intensive support, are briefly described, followed by a discussion of coaching. Outcomes of the program included the majority of the youth returning to school, obtaining further training, or finding employment. Of greater significance were the transitions to better support systems, better living conditions, better communities, and better self-care. Includes a figure indicating the seven levels of the hierarchy of self-directed adaptation. (RB)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

Career Counseling with Street Youth: ERIC Digest

by Dave E. Redekopp, Barrie Day & Kris Magnusson

EDO-CG-95-50

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- ☐ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE



Career Counseling with Street Youth

Dave E. Redekopp, Barrie Day & Kris Magnusson

Overview

A variety of programs have attempted to address the career development needs of street youth (i.e., 16–24 year olds who generally have no fixed address, minimal or no formal social support, and who usually support themselves through street activities such as prostitution, theft, drug dealing, and the like). However, in our review of the literature, it became apparent that no single program addressed the varied needs of these young people. In response to this gap in services, we designed a model for a relatively unstructured “program,” flexible enough to adjust to meet the changing needs of youth. This model was the basis for *Skills Plus*, a pre-employability program for street youth. The core features of the model and program are described below.

Hierarchy of Self-Directed Adaptation

Career development programs are designed to help individuals make transitions from one context to another (e.g., school to work, one job to another job, street to work). It is generally assumed that clients’ inability to adapt to a new environment prompts them to enter transition programs. In general terms, the desired outcome of these programs is client adaptability within the new environment.

As clients move from very low adaptability to very high adaptability, the interventions used to assist them need to change. The “hierarchy of self-directed adaptation” (Magnusson, Day, & Redekopp, 1988), partially illustrated in Figure 1 and described below, is our attempt to show the continuum of these interventions.

1. Intensive Support. At the beginning of a transition, individuals may lack the resources or capability to take independent action, and often need someone to serve as a direct advocate on their behalf. Such intensive support is usually directive, and involves doing things for the clients (e.g., attending to safety concerns, making phone calls). Intensive support is usually conducted on a one-to-one basis and helps to develop trust between the client and the intervenor. It allows the client to become more comfortable with the transition process. With some clients, this phases lasts only a few minutes; with street kids, 3–5 weeks is the norm.

2. Advising/Guiding. As clients become acquainted

with the demands of the transition, one-to-one assistance continues but becomes more non-directive and less advocacy-based. This “advising/guiding” is what most people think of as the typical function of the career/personal counselor. Clients begin to work on self-management skills, the prerequisites for any transition.

3. Coaching. As the client becomes more adaptable, particularly with regard to the essentials of self-management, coaching (small group facilitation) is introduced. The coaching intervention allows the client to interact with others (the context in which most self-management skills are necessary) while still having the luxury of personal assistance when necessary. Coaching develops the client’s self-management capabilities, and begins to work on personal/career development issues.

The above three levels of intervention attend to the development of skills and attitudes that are prerequisites for formal instructional settings.

4. Formal Instruction. Formal instruction enhances specific transition skills and usually occurs in large group settings. It becomes an appropriate and cost-effective intervention when the client’s self-management skills are relatively strong, thus enabling the intervenor to focus on specific skills needed for the transition (e.g., job-specific skills).

5. Consulting. Clients who have acquired specific skills during “formal instruction” will occasionally stumble or hesitate as they implement these skills in real life. The consulting intervention recognizes this by encouraging the client to return to the intervenor for check-ups, encouragement, or validation. For example, someone who learns résumé writing skills may return after drafting a new résumé to have it checked by the intervenor.

6. Self-Help. As the client becomes comfortable applying his or her skills in the transition environment (e.g., a job, academic upgrading as a post-secondary student), the role of the intervenor changes markedly. Clients help themselves by reading, talking with colleagues, going to seminars, and the like. The role of the intervenor becomes one of providing access to, or information about, resources for clients.

7. *Personal Innovation*. As individuals "master" their new environments, they begin to create their own learning mechanisms. This may include experimenting with new strategies/tactics, teaching others, or mentoring others. This requires extremely high adaptability—here individuals create new practices and concepts to alter their environment. The role of the intervenor at this level is one of providing encouragement, support, and feedback.

Skills Plus

The 16 week *Skills Plus* program for street youth follows the above hierarchy from intensive support to coaching, with only the occasional formal instruction. Our intention was to help street youth develop the prerequisite skills for formal instruction in other locations (e.g., back to school, post-secondary, job-specific training) or for immediate entry-level employment.

The first several weeks of the program were devoted to intensive support. Youth met the counselors individually on roughly a daily basis. The counselors' primary goals at this stage were to develop trust and encourage motivation for the transition. Although intensive support is costly, it paid off in client commitment and a very low drop-out rate.

The amount of time devoted to intensive support was different for each young person. Some required only an hour, whereas some needed daily meetings for 5 weeks. Those who were ready, immediately moved to advising/guiding; those who were not, received intensive support as long as they needed it. On average, most street clients were ready for advising/guiding by the third or fourth week.

Coaching began as soon as two or more clients were ready for this intervention; the coaching was entirely client-driven. For example, during a session the clients spoke of the difficulty in cashing checks without proper identification. They felt like non-entities without a driver's license. The counselors took this as an opportunity to build self-esteem, explore learning strategies, and meet immediate needs. They began teaching driver skills so that clients could get their "beginner's permits" and have identification. Similarly, if clients expressed anger during a session, the session would focus on "anger management."

Complementing the counselors was a group of "advocates" who had been trained to work part-time with the street youth in *Skills Plus*. Advocates were individuals familiar with street life due to prior experiences, but who had worked through their own personal issues. The advocates assisted at all three intervention levels, helped recruit clients, participated in a "triadic counseling" method (a method for increasing communication which uses either two clients and one counselor or advocate, or an advocate, client and counselor) and helped clients develop Self-Portraits (see Redekopp, Day, & Magnusson, 1995).

Outcomes

The ability of *Skills Plus* to meet client needs as they emerged resulted in high commitment to the program. Clients who stayed with the program past the first one or two

intensive support sessions generally completed the program. These clients had far more needs than we anticipated (and we were anticipating the worst); therefore, 16 weeks often afforded only enough time to deal with basic living needs. For example, one young prostitute with an infant effectively made the transition from prostitute to "talking dirty over the phone." This may not seem like a big leap, but it helped reach a number of goals: safety for her baby; improved care for her baby; reasonable cash flow; improved safety for the mother (i.e., avoiding abusive pimps); and stable living environment with a support network. This woman obviously did not make the transition to a "normal" working environment, but at least she could more easily effect that transition when ready.

Conclusion

Many of the *Skills Plus* successes were similar to the above. Although a majority of the youth returned to school, obtained further training, or found employment, these seemed to be less significant than the transitions to better support systems, better living conditions, better communities, and better self-care.

References

- Magnusson, K., Day, B., & Redekopp D. E. (1993). Skills are not enough: A concept paper on innovative strategies and services for youth in transition. *Guidance and Counselling*, 8, 6-20.
- Redekopp, D. E., Day, B., & Magnusson, K. (1995). *Creating self-portraits*. ERIC/CASS Digest No.95-70.

Dave Redekopp and Barrie Day are principals of the Life-Role Development Group Limited of Edmonton, Alberta.

Kris Magnusson is an associate professor with the University of Calgary, Calgary, Alberta.

Adaptability Level	Intervention
Exceedingly High	Personal Innovation
Very High	Self-Help
High	Consulting
Moderate	Formal Instruction
Low	Coaching
Very Low	Advising/Guiding
Exceedingly Low	Intensive Support

Figure 1: Hierarchy of Self-Directed Adaptation

ERIC Digests are in the public domain and may be freely reproduced and disseminated. This publication was funded by the U.S. Department of Education, Office of Educational Research and Improvement, Contract No. RR93002004. Opinions expressed in this report do not necessarily reflect the positions of the U.S. Department of Education, OERI, or ERIC/CASS.

For information on other ERIC/CASS products and services, please call toll-free (800) 414-9769 or (910) 334-4114 or fax (910) 334-4116 or write ERIC/CASS, School of Education, University of North Carolina at Greensboro, Greensboro, NC 27412.